Observations of Online Teaching

Adapted from the Reformed Teaching Observation Protocol

1. Grade and Subject:
2. Contextual Background and Activities

Brief, general description:

1. Detailed, minute by minute recollection:

|  |  |
| --- | --- |
| **Time** | **Description of Events** |
|  |  |

1. The instructional strategies and activities respected students’ prior knowledge.

Never Occurred Very Descriptive

1. The lesson was designed to engage students as members of a learning community.

Never Occurred Very Descriptive

1. The focus and direction of the lesson was often determined by students’ ideas.

Never Occurred Very Descriptive

1. The teacher had a solid grasp of the subject matter content inherent in the lesson.

Never Occurred Very Descriptive

1. Connections with other disciplines and/or real world phenomena were explored.

Never Occurred Very Descriptive

1. Students used a variety of means (models, drawings, etc.) to represent phenomena.

Never Occurred Very Descriptive

1. Students made predictions, estimations, or hypotheses and tested them.

Never Occurred Very Descriptive

1. Students were actively engaged in thought-provoking activities and critically assessed procedures.

Never Occurred Very Descriptive

1. Students were involved in communicating their ideas to others.

Never Occurred Very Descriptive

1. There was a high proportion of student talk and a significant amount of it occurred between and among students.

Never Occurred Very Descriptive

1. Active participation of students was encouraged and valued.

Never Occurred Very Descriptive

1. The metaphor “teacher as listener” was very characteristic of this classroom.

Never Occurred Very Descriptive

1. Two moments that stood out: Worthy of further discussion in a group

A.

B.

1. Something that is confusing:
2. Something that surprised me:

7. Something I want to explore further: